



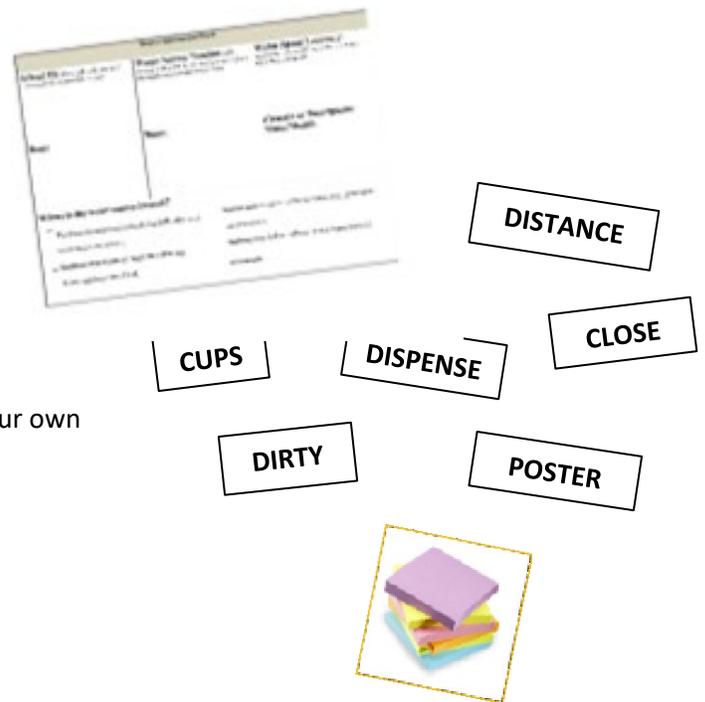
## Photo Evidence Tool Protocol

The goal of this project is to document the FREE\* drinking water that is available to students in schools. By taking these photos, you are helping to increase awareness about school drinking water access, and to make the case for improvements by documenting where change is needed. \*Note: if drinking water is sold in vending machines, you may also choose to take photos that document the availability and price of bottled beverages.

**This protocol requires at least two people working together. Please read through the entire protocol before you begin.**

### Equipment Needed:

- Smartphone or digital camera – fully charged
- Black or blue pen, and a red pen
- Scissors
- Tape
- Large 'Source Information' cards – download these
- Small 'Photo Type' cards – download these or make your own
- Sticky or 'post-it' notes or small slips of plain paper
- Measuring tape and standard ruler



### This protocol has SIX STEPS:

1. Obtain a school map and identify and label FREE drinking water sources in key areas of the school campus on the map.
2. Create source information cards.
3. Create source labels.
4. Create photo-type cards.
5. Take specific photos of the water sources with their identification cards and labels visible in each photo.
6. Upload final photos and school maps to the shared drive provided by your project leader or advisor.

## STEP 1

### Locate, map, and label FREE drinking water sources

1. Obtain a school map from the school's main office.
2. Work with the school's staff (e.g. facilities staff, principal, food service manager) to locate and identify the drinking water sources from any of the following areas:
  - a. **Food service area** where students are served food (e.g. cafeteria, dining hall, etc. where meals are served)
  - b. **Outdoor** area where students are physically active for PE/recess (e.g. field, blacktop, playground)
  - c. **Indoor** area where students are physically active for PE/recess (e.g. gym, multi-purpose room, etc.)
  - d. **Hallway or passing area**
  - e. **Classroom**

#### NOTE:

- i. The list above is of school areas that typically have water sources. Your group must define the water sources you will photograph for your drinking water access documentation project.
- ii. **Do not count water sources not typically used for drinking** like a hand-washing sink or science laboratory sink.

#### Example of water source types:



Insulated Cooler



Uninsulated Dispenser



Bottleless Water Cooler



Bottled Water Cooler



Bottle-Filler



Sink



Fountain



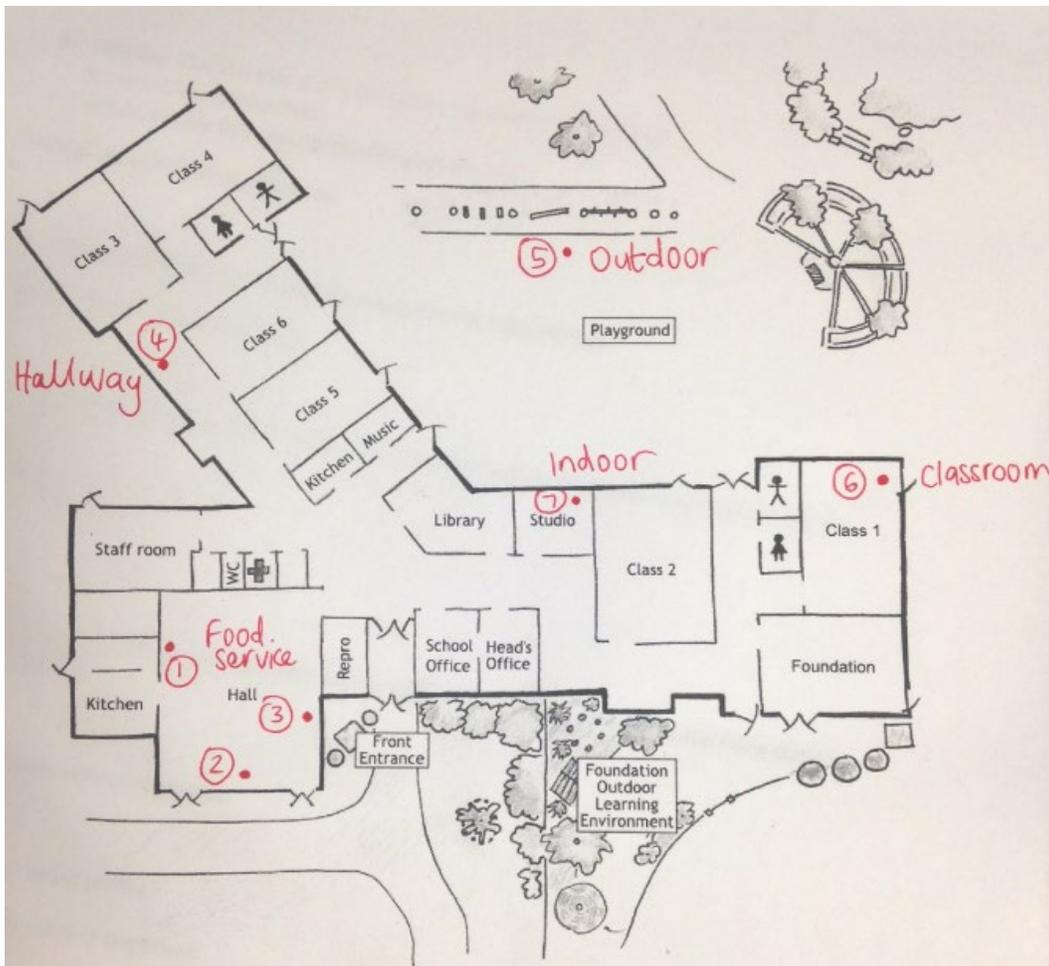
Individual Bottled Water



Pitcher

1. Mark the location of only the water sources you have chosen to photograph with a dot (•) on the map.
2. Number each marked (•) water source consecutively on the map (1, 2, 3, etc.)
3. Label each water source on the map as either:
  - Food service \*\* **IMPORTANT**: in addition to existing water dispensers, these photos must capture water that is only put out during meal time (pitchers, individual bottles, water coolers, etc). If it is not possible for your team to be there near or during meal time (breakfast or lunch), find out if the foodservice staff put additional water out at meal time. If they do, identify someone at the school who can take the foodservice photos for you, using the protocol. Put dots on the map where any pitchers or dispensers will be placed or where bottled water is put out for the meal.
  - Outdoor
  - Indoor
  - Hallway
  - Classroom

#### Example of Finished Map:



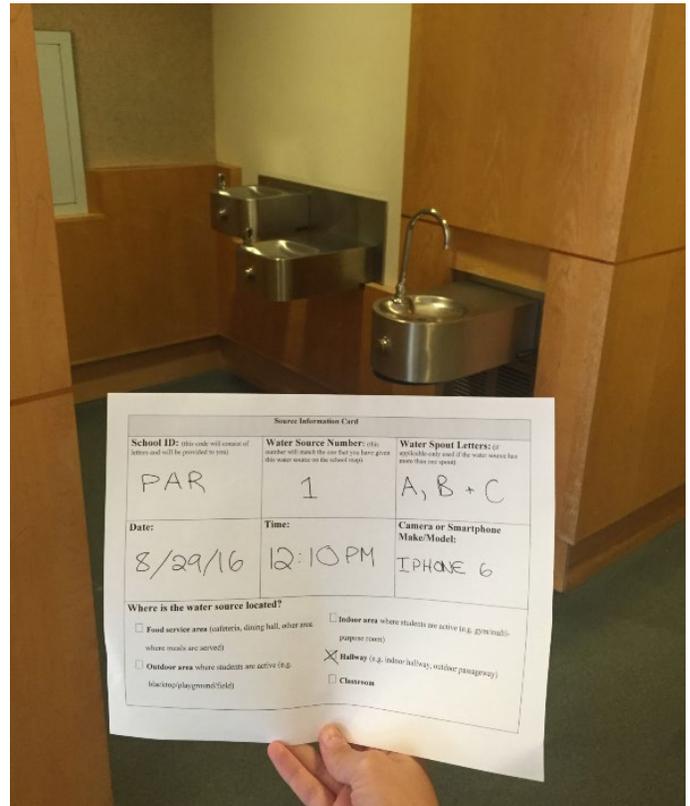
**IMPORTANT:** Please label the map clearly. The codes on the source information cards and the labels that you will make next (Steps 2, 3, & 4) identify which water source is being photographed and where it is located. The photos themselves and photo type cards document the condition of each water source. Matching the source information cards and labels in the photos with the labeled map assures that you know exactly where your photos were taken.

As an example, knowing that outdoor water sources are consistently broken or dirty would be useful information! This also means that the map needs to be **legible** when it is uploaded. Please write neatly and large enough.

## STEP 2

### Create source information cards

1. Complete a large 'source information card' for each water source before taking photos of that water source. This includes:
  - a. The School ID: an ID for each school will be provided to you by your project leader. It may include letters and/or numbers.
  - b. The water source ID number (see step #1.4): the number that you assigned the water source on the school map (1, 2, 3, etc.). Please also write what floor the water source is on (if the school has multiple floors) and a general location description (e.g. 2<sup>nd</sup> floor, end of hallway near restrooms).
  - c. Water spout letters (if applicable): When there is more than one spout/tap on a water source, including bottle fillers, identify each spout with separate letters (A, B, C-it is unlikely that there would be more than 3 but use as many letters as necessary). Include all spout letters on source information card (See example photo to the right), as well as on the map.
  - d. Date and time
  - e. Type of camera or smartphone



#### IMPORTANT:

- When there is a set of water fountains next to each other, they are considered the same water source, **reflected by just one number** on the map. The spouts on each fountain will get separate letters and need to be photographed separately. The same rule applies for bottle fillers in fountains (same water source number, separate spout letters and photographs). Each spout letter should be on the map, too. You will also make separate labels for each spout (next step).

**STEP 3****Create source ID labels**

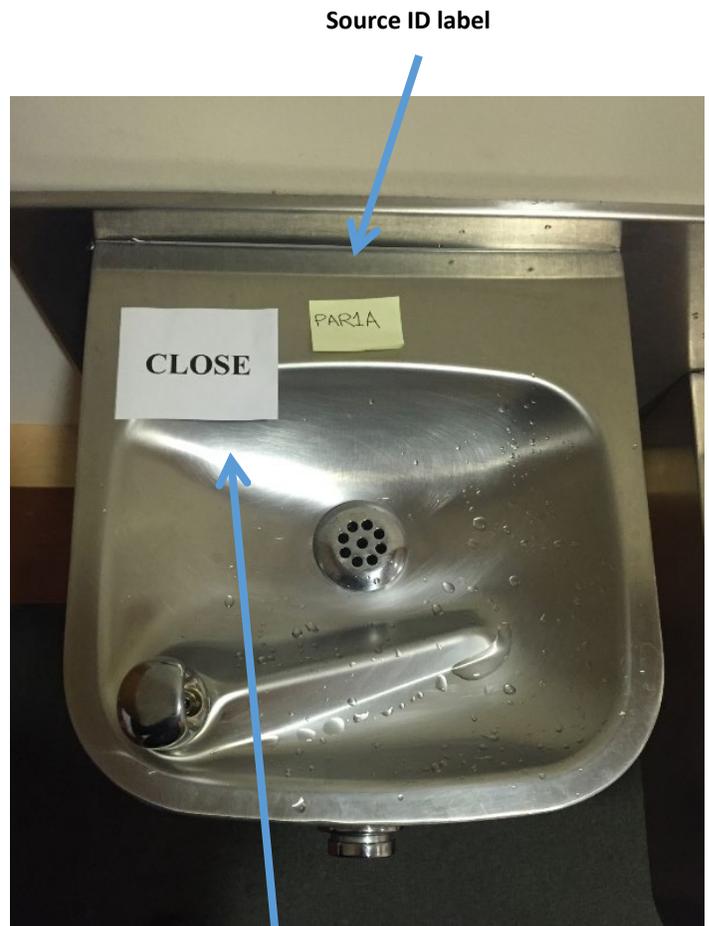
1. Now create a 'source ID label' for **each spout** with the information from the top row of the source information card.

On a sticky note, or plain paper, write down the school ID (see step 2.1.a) followed by the water source number (see step 2.1.b), and spout letter (see Step 2.1.c), if applicable. You will include this source ID label in **every photo**.

**STEP 4****Create photo-type cards**

1. Cut out the 'Photo Type' cards. These cards will help identify what each photo documents (e.g., close up of the water source, the water source dispensing water). Photo types include:
  - a. Close
  - b. Distance
  - c. Dispense
  - d. Cups
  - e. Dirty
  - f. Poster

Include the correct photo type card in every photo. **See Step 5 for the specific description of how to take each photo type.**



**Photo-type card**

**IMPORTANT:**

- Take a "source information" and "distance" photo for each water source. If cups or signage (posters) are present, take a photo for each source. Then take a "close" and "dispense" photo for each spout. Take a "dirty" photo for each spout as necessary.

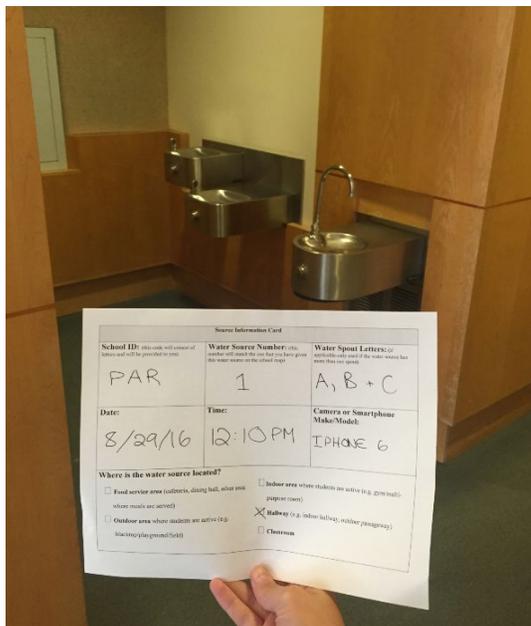
## STEP 5

### Take photos

#### Photo 1: Source Information

1. Take 1 photo of the water source from a distance and include the large source information card from Step 2 in this photo.

**Note:** This photo only needs the source information card (full sheet of paper) – no other labels needed.



#### Photo 2: Distance

1. Take 1 photo of the water source *from a distance of 10 feet*. Use tape measure to mark the 10' spot where you will stand to take the photo.
2. **In the photo, we should be able to see:**
  - a. the type of water source,
  - b. any cups available near the water source,
  - c. any obstructions to the water source,
  - d. any signage (posters) regarding beverage promotion or healthy living that are hung near the water source.
3. Include the 'distance' photo type card and source label(s) (if there are multiple spouts for this water source, include each source ID label).



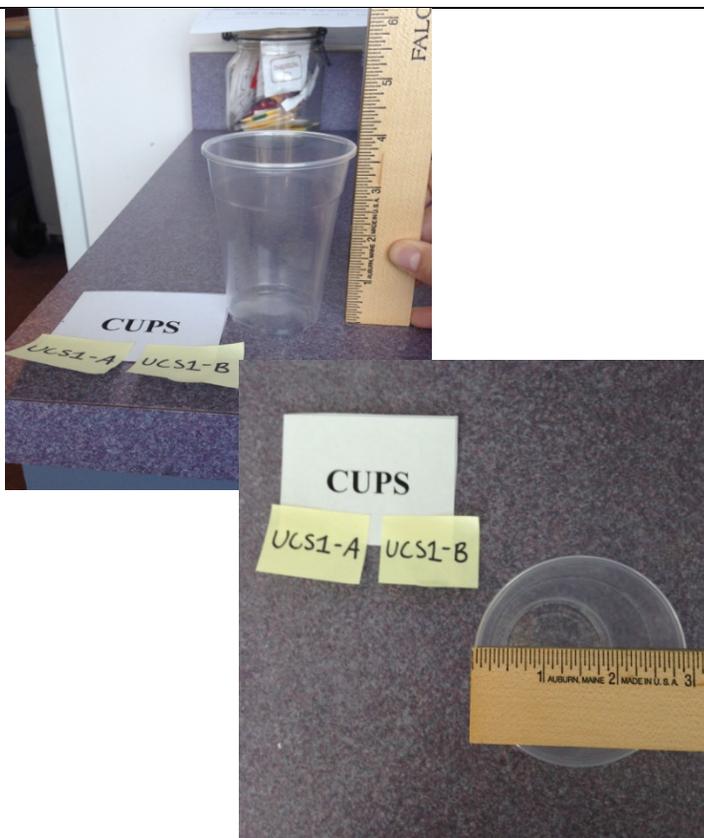
**Photo 3: Poster**

1. If there are no posters present, skip this photo. If there are posters regarding beverage promotion, or healthy living in general, located near the water source, take a close photo of each poster so that text and images are visible.
2. Include the 'Poster' photo type card and source ID label(s) (if there are multiple spouts for this water source, include each source label).

**Note:** If in doubt about the relevance of the poster to healthy living or beverage consumption, take a photo anyway.

**Photo 4: Cups**

1. If there are no cups present, skip this photo. If cups are available near the water source, take a close-up photo of the cups holding the ruler lengthwise next to the cup showing the height of the cup, and another with the ruler width-wise across the cup to show the width of the cup. Make sure the edge of the ruler matches up with the edge of the cup so that the measurement starts from zero (See sample photo).
2. Include the 'cups' photo type card and source ID label(s) (if there are multiple spouts for this water source, include each source ID label).



**Photo 5: Close**

1. **For each spout** (even if there is only one spout), take a photo 18 inches away. In this photo, the cleanliness or dirtiness of the water basin/water spout should be evident.
2. Include the 'close' photo type card and source ID label.

**Photo 6: Dirty**

**Note:** types of dirtiness could include leaves, sticks, dirt, sand, other natural debris, bird feces, birds bathing in the fountain, hair, food, gum, trash, rust, mold, clogged or stagnant water, water stains, insects (dead or alive), bodily fluids (blood, spit, vomit, mucous) or cleaning supplies such as a rag. **If the source and spouts are completely clean, these photos are not necessary.**

1. **For each spout** (even if there is only one spout), take photos of any unclean characteristics.
2. **Take as many close-up photos as needed** in order to document any unclean characteristics of the water source. Any unclean characteristics should be clearly visible in the photo(s).
3. Include the 'dirty' photo type card and source ID labels in each photo.



**Photo 7: Dispense**

1. **For each spout**, (even if there is only one spout) **take a photo where you** completely press or turn the knob to dispense water. In this photo, we should be able to see how high the water arch is (for fountains), or how strong the stream is for other water sources.
2. Include the 'dispense' photo type card and source ID labels.

**NOTE:**

- **If the water flow is erratic** (fluctuating between high, satisfactory and low within a few seconds), take several photos that demonstrate the different levels of water arch or stream.
- **If the water source is broken, or the jug of bottled water is empty**, and there is no water dispensing, please continue to take a photo of yourself pressing/pulling the button/lever to document that there is no flow. **Always take a 'dispense' photo**, otherwise it might be assumed that you have forgotten to take this photo.
- If the site provides water in individual bottles, a pitcher, or a jug of bottled water, do not take a 'dispense' photo. Instead, take a photo that reveals how full or empty the water supply is.



## SUMMARY OF PHOTOS in Step 5

There should be at least four photos taken of each water source. Each of the following is required:

1. Source information (one photo)
2. Distance (one photo)
3. Close (take one photo for each spout)
4. Dispense (take one or more photos for each spout or supply)

If any of the following objects/conditions are present at a water source, photos of these should also be taken:

1. Cups (two photos)
2. Posters (one or more photos)
3. Dirty (one or more photos for each spout)

Example: for a clean, functional, single spout water source with no cups or posters, you will have only 4 photos. Otherwise, take as many photos as you need to document the condition of each water spout as well as presence of cups and/or posters.

**IMPORTANT!** Check the quality of each photo before proceeding to the next one. Re-take photos as necessary to ensure clarity of the photo and visibility of labels/cards.

## STEP 6

### Upload map and photos

1. Before you upload your photos, it is important to take the time to name the file/image according to the type of picture it is. For example, “**CUH\_1\_AB\_distance.**” Start with the school code, followed by the water source number, spout letter, and type of picture with \_ in between each descriptor.
2. Your project leader will set up and provide instructions on accessing a shared drive to store all the photos.
3. Upload the school map and photos in the appropriate folders in your group’s shared drive. The folders for each school should be titled with the school name and the same school code as on your source information card. Folders may or may not include division by school district or some other variable as well, depending on your group’s project purpose.

The research to develop AQWA was supported by a grant from Healthy Eating Research, a national program of the Robert Wood Johnson Foundation. Toolkit development was funded by the WK Kellogg Foundation.

